GOALS 2001…and Beyond

BECOMING AN EFFECTIVE PARTNER VOLUNTEER/MENTOR

No Child Left Behind

“2002-2003”

General H.H. Arnold

High School

Wiesbaden American

Middle School

Wiesbaden Community Mentoring Program

Aukamm Elementary School

Dexheim Elementary School

Hainerberg Elementary School

GOALS 2000…and BEYOND

The goals of the Goals 2000 and Beyond, Partners in Education Program are those of the Goals 2000: Educate America Act and the Excellence in Education Act as signed by President Clinton. The Partners in Education Program places special emphasis on the following goals: school completion, increasing the high school graduation rate; student achievement; citizenship; safe, disciplined, alcohol and drug-free schools; and parental involvement.

The end state of the Goals 2000 and Beyond Partners in Education Program is that every battalion-sized unit within the 104th Area Support Group will have an established, well-developed partnership with a local school. These partnerships will allow the units and schools to work together towards realization of the goals laid out in the Goals 2000: Educate America Act and the Excellence in Education Act.

Commanders of sponsor units work directly with the principals of their adopted schools in support of school functions and requirements. This allows the units and schools to coordinate activities directly with minimal interference. Therefore, the relationship between the unit commander and the school principal determines

Mentoring…..

In an effort to foster collaboration and cooperation among organizations active in promoting
mentoring, all leaders involved must:

- Maximize the reach and impact of communications promoting mentoring
- Facilitate information sharing and collaboration
- Enhance tracking and evaluation of the effort to recruit mentors for at-risk youth

When you become a mentor, you can change a child's life for the good. As a mentor, you can help connect children with the other four America's Promise Fundamental Resources: safe places and structured activities during non-school hours, a healthy start, a marketable skill through effective education and an opportunity to give back through community service.

Things that may seem easy or straightforward to you are often mysterious to young people. That's why it can be easier than you think to make a difference in a young person's life.

A mentor provides young people with support, counsel, friendship,

Partners in Education Support Policy

PURPOSE: To encourage support of Department of Defense Dependents Schools (DoDDS) by providing time for soldiers and Department of the Army (DA) civilians as volunteers to mentor, tutor, and provide assistance to students and DoDDS personnel.

APPLICABILITY. This policy applies to all units and personnel assigned to the 104th Area Support Group (ASG).

POLICY.

a. Commander's Intent. I intend to support the Secretary of Education's sixth annual America Goes Back to School Initiative and the directive of General Eric K. Shinseki, United States Army Chief of Staff, to encourage military units, DA civilians, parents and sponsors to become more involved in the schools, the 104th ASG supports the following policy to ensure partnerships with local schools where soldiers and DA civilians voluntarily tutor, mentor, and provide other needed assistance. I urge you to help organize and participate in our schools' events through our Partners in Education Goals 2000 and Beyond initiative to provide tutoring, mentoring and other assistance to the schools.

b. General. We need to continue to strengthen our on-going partnerships where they exist and initiate such programs where they do not. In this regard, mission permitting, military personnel interested in volunteering in a Department of Defense Dependent School may be excused from duty for up to one hour per week. Civilian employees may be excused without being charged leave for up to 59 minutes per week. Excused absences for these volunteer activities are limited to situations where the volunteer work and the employee's regular duty hours coincide. In all cases, arrangements must be made in advance with the educational activity, and the volunteer's supervisor must approve the time off.

Recognition. Partner Units, soldiers and DA civilians who voluntarily mentor, tutor, or provide other assistance to DoDDS should be recognized for their efforts in accordance with AR 672-20, such as the Certificate of Appreciation (DA Form 7013), Achievement Medal for Civilian Service, the Commander's Award for Public Service, and the Certificate of Appreciation for Patriotic Civilian Service (DA Form 7012). A means of recognizing active and reserve component personnel who perform outstanding volunteer services is the Military Outstanding Volunteer Service Medal. A Certificate of Achievement (awarded under provision of AR 600-20) allows a soldier to receive five promotion points (maximum 10 points, or two certificates) for volunteerism. The DA Form 3355, Promotion Point Worksheet, issued to determine the total promotion points granted, must be signed by a Lieutenant Colonel (LTC) (05) or higher. A Certificate of Achievement signed by a LTC (05) or higher, must accompany the Military Outstanding Volunteer Service Medal, in order for the soldier to earn five points toward promotion to Sergeant or Staff Sergeant. In addition, the Installation Volunteer Program as well as DoDDS Europe, recognizes outstanding volunteers who mentor, tutor or provide assistance in the schools. BSB Commanders and ASG Staff are encouraged to recognize the employees who volunteer their skills to help others. Granting appropriate citations, letters of appreciation, or small mementos would demonstrate the Command's pride in volunteer service.

(ORIGINAL SIGNED)

DANIEL D. IMHOLTE
COL, TC
Commanding

Why Mentoring?

By providing young people with role models and reliable, sustained relationships with adults outside their families, mentoring can play a key role in promoting successful outcomes for America's youth. But the promise of mentoring is lost if American's don't understand what it is and how they can get involved.

Every January, "National Mentoring Month" offers a great opportunity to join with community groups and others to focus special attention on mentoring and its many benefits.

Mentoring is really about building a connection that is legitimate – the

The Benefits of Mentoring

FOR YOUNG PEOPLE - Research consistently shows that the relationships with caring adults in addition to one's parents can help a younger person grow up. In a landmark study* of 1,000 young people – mostly urban youth ages 10-14 – researchers found that those engaged in mentoring were significantly more likely than those without mentors to have developed the attitudes and habits that can help ensure success. Compared to the other group, the children with mentors:

- were 46% less likely to begin using illegal drugs
- were 27% less likely to begin using alcohol
- were 53% less likely to skip school
- were 33% less likely to engage in school violence
- improved school attendance and performance, and better attitudes toward completing school work
- improved peer and family relationships

FOR ADULT MENTORS – The benefits of mentoring go both ways. Time and time again, adult mentors report that their mentoring experiences have improved their lives in tangible ways. Not only do they feel better about themselves for playing a positive role in a child's life, but they also find that mentoring teaches them more about themselves. Mentoring increases their sense of responsibility and accomplishment, and lays the foundation for better morale at work and better relationships with family, friends and co-workers.

*Source: Making a Difference: An Impact Study of the Big Brothers Big Sisters, Public/Private Ventures

Facts About Mentoring

DID YOU KNOW . . . . . ?

More than one in four American children live in one-parent families, and one in two will live with a single parent at some point during childhood.

All young people need mentors, but children who are at risk for self-destructive behaviors are most in need and least likely to have natural and/or informal mentors present, in their lives.

Of 12 million “at risk” children in the United States today, only 300,000-400,000 are presently enrolled in formal mentoring programs.

The largest mentoring program in the country, Big Brothers Big Sisters, reaches 105,000 young people, with thousands more on the waiting list.

The term “mentor” dates back to Homer’s Odyssey (700 B.C.) “Mentor” was a wise and trustworthy friend of Odysseus to whom the king entrusted the safekeeping and development of his only son, Telemachus.

Typically, mentors in community-based programs meet with their mentees for just two hours or less a week. Site-based programs in schools, workplaces and elsewhere generally require a one-hour-per-week commitment.

The 1990s saw a significant increase in corporate involvement in mentoring, as companies joined with local schools and community organizations to link employees in mentoring relationships with local youth.

In a recent survey, almost half of Americans said they would be very comfortable volunteering to be a mentor, but only one quarter said they had mentored or done something like it in the previous six months.

What Works

Effective mentors involve youth in deciding how the pair will spend their time together.

Effective mentors make a commitment to being consistent and dependable – to maintain a steady presence in the young person's life.

Effective mentors recognize that the relationship may be fairly one-sided for some time, and may involve silence and unresponsiveness from the young person. The adult takes the responsibility for keeping the relationship alive.

Effective mentors pay attention to the young person's need for "fun." Not only is having fun a key part of relationship-building, but it provides young people with valuable opportunities that are often not otherwise available to them.

Effective mentors respect the young person's point of view

Effective mentors seek, and take advantage of, the help and advice of program staff.

*Source: Mentoring: A Synthesis of P/PV's Research, Public/Private Ventures

Guidelines for Responsible Mentoring

A vision statement and a long-range plan that identifies the community need, as well as how the program will work and how it will be funded.

A recruitment plan for mentors and young participants that include strategies for year-round marketing and public relations, and plans for portraying the benefits of the program for all involved in an accurate way.

An orientation for mentors and participants that includes an overview of the program, a description of the level of commitment expected and discussion of eligibility, screening and suitability requirements.

Eligibility screening for mentors and participants that feature face-to-face interviews and a formal application process, and reference checks, child-abuse registry checks, for mentors, including character references, child-abuse registry checks, and driving record and criminal record checks, where legally permissible.

A readiness and training curriculum for all mentors and participants that includes communications skills development, cultural/heritage sensitivity training, and training in the dos and dont’s of relationship management, among other topics.

Guidelines for Responsible Mentoring

A matching strategy that is based on criteria such as gender, age, language requirements, availability, interests and life experiences and that includes team-building strategies to reduce the anxiety of the first meeting.

A monitoring process that includes written records; consistent, scheduled meetings with staff, mentors and participants; and a process for managing grievances, praise, interpersonal problem-solving and other issues.

A support, recognition and retention component that includes a formal kick-off event, ongoing peer support groups for volunteers and participants, and newsletters and other communications to all involved.

Closure steps in case a mentoring relationship has to be terminated, including private and confidential exit interviews and assistance for participants in defining next step for achieving their personal goals.

An evaluation process that is based on an outcome analysis of individual relationships and the program as a whole and that meets the information needs of the community.

*Source: Mentoring: Elements of Effective Practice, The National Mentoring Partnership

How You Can Help

Draw attention to Mentoring and its benefits..

Spotlight local mentoring efforts

Focus on school-based mentoring.

Talk to young people about what they need to succeed.

Profile local children seeking mentors.

Profile local mentors.

Recruit mentors.

Cover mentoring sessions in schools.

Encourage staff to mentor in the community.

Sponsor a community mentoring day.

Create partnerships with mentoring groups.

Use your web site to promote mentoring.

UNIT COMMANDERS

The unit commander determines the success of the unit's Partners in Education Program. He or she is responsible for the promotion and execution of the program. Some basic guidelines are as follows:

Establish and maintain good communication with the school principal.
Meet face-to-face with their adopted school's principal as often as possible.
Select a unit Partners in Education point of contact to act as the commander's representative.
Determine what unit resources are appropriate to support the school.
Submit subordinate unit proposals for legal review prior to instituting specific programs.
Track the unit's participation and progress of the program.
Review and sign the monthly, quarterly and annual reports and forward to the 104th Area Support Group's Partners
in Education point of contact.
Provide soldiers time to take an active role in the program.
Select quality soldiers to act as positive role models and set a good example.
Provide soldiers specific guidance on the program, their roles, and responsibilities, and actions to avoid.
Use the available on-post training programs in Drug and Alcohol Abuse Prevention, Suicide Awareness, etc. to train
soldiers who will be acting as mentors to children.
Determine the appropriate uniform.
Understand the philosophy and organizational structure of the school.
Ensure that all soldiers under your command adhere to the policies and regulations of USAREUR and Department
of Defense Dependents Schools.
Establish clearly defined unit objectives and guidelines that can be achieved realistically.
Concentrate on quality of soldiers involved rather than quantity.
Reaffirm commitments annually by meeting face-to-face with the school principal.
Conduct activities and visits within the school's official schedule.
Insure soldiers attend parent/student/teacher conferences and the first day of school activities.
Organize quarterly and end-of-school events to recognize the success of the Partner Mentors and Mentees accomplishments.
Develop an incentive program to encourage soldiers to volunteer.
Permit the identification and use of appropriate unit resources and services.

Partners in Education Rationale

WHAT IS A PARTNERSHIP?

A mutually supportive arrangement among community agencies or organizations, and a school or school district. The partnership is often formalized with a written agreement in which partners commit themselves to specific goals and activities intended to benefit students.

In a partnership, partners work together because they have joint interests, needs and goals. Those involved have defined roles and responsibilities that are shared; there is "give and take." All partners provide and receive benefits. Schools, businesses, parents, government agencies, non-profit organizations, and the entire range of other community organizations can be partners. Representatives of these partner groups join together to support school improvement and reform.

WHY GET INVOLVED IN PIE?

Safeguarding the global community for a peaceful world requires that we leave behind no segment of society. In a rapidly changing information society where the ability to constantly access and use new knowledge has become a key human resource, educational success has become more critical than ever. Community leaders across the globe are acknowledging that our future as a world hinges on providing equitable opportunities for all persons to learn and share in the full benefits of society. The magnitude of such an effort calls for the engagement of all segments of a community to provide the full complement of developmental assets that will allow all children to succeed.

In numerous communities across the United States and the globe, the shortfall predicted by the business community of qualified knowledgeable workers has become a reality. In some large urban communities as much as 35% of the available high skill jobs go unfilled due to the lack of a qualified workforce. Progress has been made over the past few years but far more progress is badly needed in order to create conditions in which all students can succeed in a high skill, knowledgeable economy. Partnerships that bring together community resources to create these conditions will allow more of our youth to succeed as employees in the high skill, high wage workplace and as citizens in a civil society.

Partners in Education Benefits

Benefits to Students:

- Improved achievement, attitudes, behavior
- Increased confidence and self-esteem
- More appropriate levels of maturity
- Greater understanding of citizenship responsibilities
- Improved access to coordinated education, health and social services
- Increased awareness of career opportunities
- Increased awareness of the necessary skills and knowledge for entering specific careers
- Greater access to post-secondary education and training
- Greater match between current and future job market needs, career awareness and skills (basic, vocational, academic, technical, etc)
- Better understanding of the needs, expectations and requirements of the world of work
- Improved communication to educators, peers, parents
- More accurate marketable skills

Partners in Education Benefits

Benefits to Educators:

O Increased support for educational objectives

O Increased awareness of business resources, complexities, constraints and concerns

O Acquisition of expertise, technical assistance, and state-of-the-art technology in various areas of the curriculum

O Assistance in working with special children

O interaction with other professionals

O rejuvination and improvement of professional skills (curriculum development, technology, management and instructional skills)

Partners in Education Benefits

Benefits to School System, Parents and the Community:

- Expanded educational opportunities for students
- Access to experts for special courses and projects
- Additional supplies and/or equipment
- Support to curriculum development and enrichment
- Local and national recognition or outstanding achievements
- Assistance with overall administration (including organization, budget and communications)
- A better understanding by the community-at-large of the economic and social pressures placed on an already “overloaded” educational system
- Increased support for schools among business employees, their families, and the community-at-large
- Well adjusted, responsible youth who are prepared to make contributions to address the needs of the community
- Youth who are able to contribute to the economy
- Youth who are able to participate as constructive citizens in a democracy
- Enhanced quality of community life

Partners in Education Benefits

Ambassadors for Education

Become school smart citizens better understanding of complex issues and how the schools operate why they are the way they are and why change is necessary